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ABSTRACT

The final report of a five-year federally-funded bilingual education program in four schools of the the Sunnyside School District in Tucson, Arizona, is presented. The following areas are addressed: (1) student enrollment patterns, (2) the instructional program for kindergarten through fifth grade and its development, (3) staff development efforts through a variety of organizations, (4) parent involvement and training workshops through an advisory council and other community organizations, (5) the design of the program's evaluation, and (6) statistical results. Absence of data on entry level skills and changes in record keeping inhibit valid comparisons between groups, and no long-term impact conclusion is reached. (MSE)

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SUNNYSIDE TITLE VII

BILINGUAL PROJECT

Longitudinal Study
Final Report

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ADMINISTRATIVE SUMMARY

The attached longitudinal study of the Sunnyside Title VII Bilingual Project lists the major efforts of the project in curriculum development, staff development and parent involvement over the federally funded five-year period. Educational programs in the public schools are rarely adminstered in accordance with research principles and concerns; staff generally direct their efforts toward addressing individual student needs and programmatic curriculum needs. These decisions are made within the context of state and district policies and mandates, resulting in a program which is fluid rather than static.

Because of this fluidity, data on student achievement collected and compared in this report do not allow for valid conclusions on long-term impact. (See section on Limitations.)

INTRODUCTION

The Sunnyside Title VII Bilingual Education Project was first funded for the 1977-78 school year and has completed its fifth year of federal funding. It was designed to ensure that Spanish-dominant students enrolled at four sites - Drexel, Elvira, Liberty and Mission Manor Elementary Schools - had equal access to the district's curriculum, while developing skills in English.

Beginning with kindergarten and first grade, in 1977-78, the project added grade levels each year by obtaining and training teachers for that grade level and by providing appropriate instructional materials for that grade level. During those years, the project has also developed a Spanish reading curriculum, English as a Second Language curriculum and a transition curriculum designed to insure that students possess the oral English skills and basic reading skills in Spanish necessary for transition to an all-English curriculum.

The Project has also sponsored Parent Advisory Groups at each school and has provided training to parents involved in these groups.

Student Enrollment

Students were identified through the Home Language Questionaire (HLQ) completed by parents and the School Language Inventory (SLI) completed by the classroom teacher. Kindergarten students were screened for language dominance using the Stewart Picture Vocabulary Test. The Peabody Picture Vocabulary Test was also used in those cases where verification of dominance was felt to be necessary. Students in grades

one through six were screened using the Shutts Test, with the Peabody Picture Vocabulary Test used for verification where necessary.

Based on this testing, students were designated as limited English proficient (LEP) if they scored SD-1, SD-2, B-3 with Spanish strength on the Shutts Test. LEP students were enrolled in Title VII classrooms.

Student Enrollment

By School for 1978-1982

	78-79	79-80	80-81	81-82
Drexel	NOT AVAILABLE	109	184	181
Elvira		127	149	167
Liberty		133	182	174
Mission Manor		105	153	179

Instructional Program

In kindergarten, the primary focus was oral language development in the native language as well as English. For limited English proficient (LEP) children, concept development and reading readiness skills were developed in the native language. Second language vocabulary for those concepts being developed in the native language was provided based on the English as a Second Language (ESL) continuum. Aspects of the children's culture were introduced through the content areas.

In first grade, concept development continued in the native language; oral language development continued in the native language and in the second language, with second language development based on the ESL continuum. Formal reading instruction for LEP children was introduced in the native language. Concepts to be developed were derived from the district curriculum. Within the content areas, students were introduced to other cultures through contrasts to their own culture.

In second grade, oral language skills were developed in the native language and in the second language, based on the ESL continuum. Formal reading instruction continued in the native language. Concept development based on the district curriculum was provided in the native language with vocabulary supplied in the second language. Cultural activities not limited to their own culture were integrated into the content areas.

In third grade, the process of oral language development in the native language and in the second language coupled with formal reading instruction in the native language continued. As students reached established criteria in acquisition of reading skills in Spanish and oral language development in English (see Appendix B), they began the "transition component" of the ESL continuum in preparation for the formal instruction in English reading. Content area instruction was conducted in both languages to allow students the opportunity to practice both languages and to ensure mastery of concepts presented.

The fourth and fifth grades allowed those students who had not met established criteria in native language reading or oral development in the second language to continue in native language reading and ESL until those criteria are met. For those students who had met the criteria, reading instruction continued in English and concept development in the native language and English to ensure comprehension. The

cultures of various areas of the world were integrated through the content areas of social studies, science, art and music.

Staff Development

Staff development activities followed a variety of avenues, evolving over the years based on programmatic needs, teacher experience and training, and resource availability.

Initially, group training was provided on such topics as materials development, classroom management, English as a Second Language (ESL), Mexican culture, student assessment procedures and ESL in the content area. Subsequently, staff development was provided on an individual basis based on teacher request for assistance.

Staff development was provided through project resources solely or through cooperation with:

- The Cultural Awareness-Bilingual Assistance Center (CABAC)
- The Bilingual Education Service Center (BESC) of San Diego State University
- The Bilingual Education Department of the University of Arizona
- The Santa Cruz Materials Development Center at the University of Arizona
- The Bilingual Education Division of the State of Arizona Department of Education
- The Tucson Unified School District
- The Bilingual Multicultural Program at Pima Community College

Parent Involvement

A Parent Advisory Council (PAC) was in the district, meeting bimonthly to coordinate parent training with the project director. The Parent Advisory Councils at individual schools met monthly to plan

activities. A community liaison worked with these groups in a variety of capacities.

Training workshops were held for parents on education in the home and in the school, community resources and domestic issues. Additional training was also provided through the following groups:

- Arizona State Department of Education
- Bilingual Education Service Center (BESC) at San Diego State University
- Pima Community College
- Arizona Bilingual Materials Development Center

EVALUATION DESIGN

The evaluation of the Sunnyside Bilingual Education Project for the 1981-82 school year was designed to be a longitudinal study of students who participated in the project over a period of time in comparison with similar students in the absence of project assistance.

It should be bourne in mind that innovative educational service programs conducted in public school settings are rarely administered based on research-oriented principles. They are subjected to changes in district administrative procedures and personnel, state mandates issued by the Department of Education or the legislature, and internal decisions related to maximizing educational benefits for children. Thus, this longitudinal study is subject to the following limitations.

Limitations

1) Revision of state-mandated testing in 1979-80 represented a change from prior testing, eliminating the possibility of using achievement data from prior years as baseline data for comparison.

2) Records of student enrollment in the first years of the Sunnyside Bilingual Program are not available. Thus, the longest period of participation that can be documented is three years. This period of participation may not be sufficient for achievement differences to become apparent.

3) Attrition from the program could not be controlled and no student records are available for those students. This may affect the data.

4) There are no entry data for comparison groups. Thus comparison-group students may be different from those who participated in the program over a period of time. This absence of data is particularly critical in the area of language dominance and language proficiency.

The study compares achievement tests results in English reading and math on the California Achievement Test administered April, 1982, for students in grades 2 through 6 who had participated in the bilingual program for a minimum of three years (participants) to the achievement of randomly selected students enrolled in those same classrooms who had not participated in the program for three years (non-participants). No pretest data on initial language dominance of non-participants is available. Data on sex and Spanish-surname enrollment for participants and non-participants follows. Spanish-surname enrollment cannot be considered to be proximate data for language dominance.

Breakdown by Sex

	Participants		Non-Participants	
	M	F	M	F
Grade 2	15	22	18	14
Grade 3	16	19	21	22
Grade 4	24	21	13	16
Grade 5	11	10	20	28
Grade 6	17	18	14	16

Breakdown by Spanish Surname

	Participants		Non-participants	
Grade 2	35/37	94%	18/32	56%
Grade 3	37/38	97%	41/43	95%
Grade 4	42/45	93%	34/39	87%
Grade 5	20/21	95%	42/48	88%
Grade 6	35/35	100%	28/30	93%

Results

California Achievement Test, Level 12
Grade 2

	Reading Total Test			Math Total Test		
	Participant		Non-Participant	Participant		Non-Participant
N	34		31	37		32
$\bar{x}$	43.7		40.9	52.5		51.1
SD	15.4		14.8	8.5		8.9
Diff		2.8			1.4	
t-Val.		- .74			- .68	

No statistically significant difference occurs in English reading or math between students who have participated in the bilingual program for three years and students (nonparticipants) who are in the same classroom.

California Achievement Test, Level 13

Grade 3

	Reading Total Test			Math Total Test		
	Participants		Non-Participants	Participants		Non-Participants
N	35		41	38		43
$\bar{x}$	48.7		45.7	50.5		50.1
SD	16.0		17.1	17.1		17.0
Diff		3.1			.4	
t-Val.		- .80			- .11	

No statistically significant difference occurs in English reading or math between participants (students who have participated in the bilingual program for three years) and non-participants (students who are in the same classroom but have not participated for three years).

California Achievement Test, Level 14
Grade 4

Reading Total Test				Math Total Test		
	Participants		Non-Participants	Participants		Non-Participants
N	45		39	41		39
$\bar{x}$	33.2		36.9	42.7		43.6
SD	16.8		18	18.9		14.6
Diff		-3.7			.91	
t-Val.		.97			.24	

No statistically significant difference occurs in English reading or math between participants and non-participants.

California Achievement Test, Level 15
Grade 5

Reading Total Test				Math Total Test		
	Participants		Non-Participants	Participants		Non-Participants
N	21		44	20		48
$\bar{x}$	35.4		36.4	33.8		42.2
SD	20.8		15.3	25		16
Diff		1			8.4	
t-Val.		.22			1.65	

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No statistically significant difference between the achievement scores for participants and non-participants occurs in English reading. The difference approaches significance at the α.05 level in math achievement, favoring non-participants.

California Achievement Test, Level 16
Grade 6

	Reading Total Test			Math Total Test		
	Participants		Non-Participants	Participants		Non-Participants
N	35		30	35		30
$\bar{x}$	45.8		38.9	52.1		43.1
SD	12.6		11.1	14.4		12
Diff		-6.9			-9	
t-Val.		-2.32			-2.72	

A difference, statistically significant at the .05 level, occurs in English reading and math favoring participants over non-participants at the sixth grade level.

CONCLUSIONS

Based on the data examined and presented in the report, no valid conclusions concerning the long-term impact of the Sunnyside Title VII Bilingual Project can be drawn. The absence of data on entry level skills in achievement and language skills, coupled with the changes in record-keeping between the second and third years of the project and the high level of student turnover, make the comparability of the two groups (participants and non-participants) questionable. The student turnover may be a reflection of mobility rates of the schools or of the efforts of the project to transfer students to an all-English curriculum prior to the three year minimum used in this report.